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ABSTRACT

This report presents an overview of training courses for further education lecturers in the United Kingdom and offers observations on developments in the field of further education lecturer training. Recommendations of previous reports concerning the training of further education lecturers are analyzed, and the current situation is examined. Standards set by the Training and Development Lead Body, which are intended to ensure that trainers, assessors, and internal verifiers achieve a level of competence that will underpin the implementation of National Vocational Qualifications, are discussed. The report then provides a comparison of the four full-time Certificate in Education courses available, at the Bolton Institute of Higher Education, Polytechnic/University of Huddersfield, Thames Polytechnic/University of Greenwich, and Polytechnic/University of Wolverhampton. Part-time programs available at Crewe and Alsager College of Higher Education, Croydon College, Centers validated by the CNAA, and the Scottish School of Further Education are described. An outline of the requirements of the City and Guilds Further and Adult Education Teacher's Certificate is provided. (JDD)

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ED 365 636

Training Courses for Further Education

College Lecturers

John Hall
Sue Mingard

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Training Courses for Further Education College Lecturers

John Hall
Sue Mingard

Report to the Review Committee on the Training of Further Education College Lecturers in Scotland

The Scottish Council for Research in Education

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Preface

In 1992 the Scottish Office Education Department commissioned the Scottish Council for Research in Education (SCRE) to undertake a survey of the views of Scottish further education lecturers who had completed the Certificate in Education (Further Education) course at the Scottish School of Further education. SCRE was also asked to prepare a document summarising the then current position regarding further education lecturer training in England and Wales. These surveys were intended to inform the deliberations of the Review Committee on the Training of Further Education College Lecturers in Scotland, chaired by Professor Anderson, formerly of Napier Polytechnic (now Napier University).

The Review Committee has now reported and SCRE is making the findings of these surveys publicly available as two documents: *Customers' Views of Further Education Lecturer Training*; and *Training Courses for Further Education College Lecturers*. They are presented in the form in which they went to the Review Committee. It should be noted that the research was carried out in the summer of 1992, and that many changes have taken place since then. Most notable, of course, is the incorporation of Scottish further education colleges as independent bodies, and the newly acquired university status of many former higher education institutions. Some of the institutions which are referred to, particularly in *Training Courses for Further Education College Lecturers*, have since changed their names.

Thanks are due to many people who assisted in the research. First amongst these must be all the college lecturers and principals who took the time to speak to us about their experiences and complete questionnaires for us. Thanks are also due to the members of the Review Committee, members of HM Inspectorate and Scottish Office officials for their help and guidance, and to the Scottish School of Further Education for providing us with much useful information.

John Hall

Sue Mingard

1 Introduction

This report presents a overview of training courses for further education lecturers in the United Kingdom, together with some observations on current developments in the field of further education lecturer training. It is intended to inform the deliberations of the Review Committee on the training of further education college lecturers in Scotland.

Background

Three key reports by the Advisory Committee of the Supply and Training of Teachers on training for Further Education lecturers were published in the 1970s (ACSTT 1975,1978a,1978b). The three reports are generally known as Haycocks I, II and III after the Chairman of the sub-committee, N Haycocks. The first report recommended a rationalisation of the somewhat *ad hoc* system for training FE lecturers and suggested that 'there should be an appropriate body in each region ... to secure the co-ordination of arrangements for validation' (p11). A further recommendation was a national forum for consultation to ensure comparability of standards and transferability. The second report paid particular attention to training for adult education and part-time FE teachers, while the third examined the need for an introduction to administration and management at the initial training stage.

The model for FE teacher training which emerged from Haycocks envisaged a three stage progression, stage I being an 'induction' stage of around forty hours concentrating on teaching and classroom skills, while stage II extends this, with some consideration of underlying principles and curricular matters, to 130 hours. Stages I and II are generally incorporated within the City and Guilds 730 (or 7307) course (see below for details). Stage III, which is the full 'professional' qualification, has no minimum time allocation, although a recent report by HMI in England and Wales (DES, 1991) noted that staff-student contact time was typically substantial, at around 540 hours.

The situation was reviewed by Bradley *et al* (1983) for the NFER and by NATFHE (1984). Bradley *et al* noted that there had at that time been no moves to implement the recommendations of the Haycocks report. However, they conducted a survey of FE lecturers and found that in general the proportion of trained lecturers was increasing. They also found a move away from sandwich courses and full-time secondment to the day-release mode of training. This was due more to college or local authority policy than to teachers' preferences, which varied according to individual circumstances. They noted that:

> For every teacher who expressed a preference for a particular mode of attendance there was generally one who condemned it. Staff who had attended on a day-release basis were, however, generally more critical than those who were given block release or secondment.
> *(Bradley et al, page 106)*

Teachers also differed in their views regarding the relative merits of pre- and in-service training. The report again stressed the need for rationalisation and integration of the training available for FE lecturers.

The NATFHE report (1984) expressed concern over unprecedented changes at all levels in Further and Higher Education which were resulting in new demands on colleges and their staff. The Association noted with approval the increase in the proportion of trained lecturers resulting from increased opportunities for training, but called for professional education for all teachers in FE and HE. This should include both initial training (either preservice or in the first years of teaching) and subsequent regular opportunities for updating. The Association felt it desirable that the organisation of training should continue on a regional basis and called for increased links between regional certificate courses and the widely-available City and Guilds qualifications. It also called for the establishment of a recognised national body to validate FE teacher training courses.

The current situation

There are a number of different types of voluntary training provision. Full-time courses of a year's duration leading to a Certificate in Education (FE) are offered at four centres: Bolton Institute of Higher Education, Huddersfield Polytechnic (University of Huddersfield), Wolverhampton Polytechnic (University of Wolverhampton) and Thames Polytechnic (University of Greenwich). Part-time courses with a variety of modes of attendance (block release, day release or evenings and Saturdays) are provided at these and other institutions. The part-time courses are generally four terms (block release) or two years (day release) but may be longer. Some institutions run parts of their courses at extra-mural centres for ease of access. Bradley *et al* noted that three main types of initial training were offered by these institutions:

> ... a one year full-time course similar to the post-graduate certificate in education for school teachers; a four-term sandwich course for serving teachers, two terms of which are usually spent at the training institution; and a two year part-time course which includes short periods of full-time attendance at the training institution. The limited number of places at the main institutions, and the preference of many colleges to train staff on a day-release basis has meant that a network of extra-mural centres has been established ... there are now more than thirty extra-mural centres operating in different parts of the country.
> *(Bradley et al, pp102-103)*

As mentioned above, the City and Guilds of London Institute offers a Teacher's Certificate in Further and Adult Education (formerly CGLI 730, now CGLI 7307). This is widely available and may give exemption to early stages of Certificate in Education (FE) courses.

Current and future developments

The National Council for Vocational Qualifications (NCVQ) was set up in 1986 with the main function of rationalising vocational education in England, Wales and Northern Ireland. SCOTVEC took on a similar role in Scotland. The Department of Employment has appointed a number of Lead Bodies to develop occupational standards in different industrial sectors. These standards will form the basis of National Vocational Qualifications (NVQs) or, in Scotland, Scottish Vocational Qualifications(SVQs). As yet moves to form an Education Lead Body have not resulted in any published standards. However, standards which are relevant to education are being set by the Training and Development Lead Body (TDLB). The TDLB was formed in 1989 and first published draft standards in January 1991. Some of the standards being published under the Management Charter Initiative (MCI) may also have relevance at some levels within education.

The TDLB standards are intended to ensure that trainers, assessors and internal verifiers achieve a level of competence that will underpin the implementation of National Vocational Qualifications (NVQs). Each National Standard has three components: an element title, a set of performance criteria and range statements. The Further Education Unit (1992) suggested that the availability of national standards could provide 'a recognisable and nationally consistent means of describing the professionalism of staff, within job/person specifications, and for the purpose of performance reviews, career planning and programmes of continuing professional development.' Field trials of the TDLB standards in the further education sector were undertaken by the Further Education Unit from April to July 1991. Amended standards were due to be published in March 1992.

The draft FE qualifications which are provisionally proposed by TDLB are as follows:

1 an 'initial' qualification;
2 a 'lecturer' qualification;
3 a manager qualification (including some relevant MCI standards);
4 staff development provider qualification;
5 staff development manager qualification;
6 staff mentor qualification.

Of the first two proposed qualifications the 'initial' qualification is at level 3 and the 'lecturer' qualification is at level 4. The 'initial' qualification is intended:

> to provide an 'initial' rung on the progression ladder, to enable people new to FE to gain an initial qualification attesting to a basic core of competences. (FEU, p8)

It is also noted that part-time staff would be able to gain the level 3 qualification, and add credits towards level 4. The levels are defined as follows:

> Level III: deliver training specified and designed by others, assess the outcomes of that training and, from identified learning needs, design training which facilitates learning and meets objectives at operational level.
> Level IV: design, deliver, manage delivery and evaluate training and development programmes and learning experiences to meet individual and organisational objectives.
> Level V: contribute to the formation of strategic objectives and the identification of future capability requirements; design and implement HRD [Human Resource Development] systems to meet those objectives and design and operate procedures for the evaluation of outcomes. (FEU, p6)

Some of the institutions which undertake the training of FE lecturers are amending their courses in the light of NVQs and the TDLB standards (e.g. Last, 1990; McAleavy and McAleer, 1991). The Croydon scheme described by Last (1990) is a part-time Certificate in Education (FE) validated by CNAA. Stage I of this course, an 'introductory' stage which focuses on planning and preparing lessons, their delivery and evaluation, has been designed to meet the requirements of the NCVQ. The situation in Northern Ireland, as described by McAleavy and McAleer (1991), is quite different:

> In Northern Ireland, further education lecturers who are appointed to permanent posts in colleges and who are not teacher trained, are required to undergo a mandatory one year day release course at the University of Ulster ... In practice nearly all the lecturers remain at the University for a further year to study for the Advanced Diploma in Education (Further Education). Since the mandatory requirement dates from 1983, it is clear that, in the near future, all permanent lecturers in colleges will be teacher trained.

It is this 'post-compulsory' Advanced Diploma which has been re-designed to be based on competences. The article cited contains a rationale for this move and some reflections on the nature and implications of competence models. It also states that an evaluation of the course was to be carried out.

The City and Guilds of London Institute have established a series of training and development awards, primarily aimed at those in industry who may be full-time trainers, assessors with few training responsibilities, verifiers, or have some other training responsibility. These are based on TDLB standards and lead to NVQs at Levels 3 and 4 (CGLI 7281).

HMI reported on 'Training for teaching in further and adult education' in 1991. Inspectors visited 31 institutions in eastern and south-west England and found that a number were piloting profiles of student competences. There were also widespread moves towards the modularisation of courses and the accumulation of credits. This, they suggest, 'may facilitate transfer and sharpen thinking about progression and coherence'. All the Certificate in Education courses visited were encouraging greater student autonomy by allowing options and/or negotiation of learning patterns.

2 The Courses

There follows a comparison of the four full-time Certificate in Education (FE) courses together with a selection of the part-time courses available. The CGLI 7307 qualification is also included. The amount of documentation available varies between courses but a number of observations can be made. At Bolton, Huddersfield and Thames/Greenwich the full-time courses lead to a Certificate in Education for non-graduates and a PGCE for graduates; at Thames/Greenwich this is also the case for the part-time course. At other institutions it appears that all students receive a Certificate in Education regardless of their previous qualifications. All courses are divided into phases, units or modules with varying degrees of interlinking. On most courses it is assumed that students will work through the units consecutively but on the part-time course at Huddersfield units 2-6 may be taken in any order to suit the individual. Many courses offer partial exemption for holders of CGLI 7307.

A number of the part-time courses are offered at extra-mural centres for ease of access. This applies to Bolton, Huddersfield, Thames/Greenwich, Wolverhampton, Crewe and Alsager and three other part-time courses, details of which have not been obtained. In some institutions assessment is by means of coursework (essays, reports and frequently a personal log book) and observation of teaching practice (e.g. Huddersfield, Thames/Greenwich). In others, this approach to assessment is being supplemented or even replaced by the assessment of competences, in line with NVQ policy (Bolton, Wolverhampton, Croydon, Crewe and Alsager). The completion of the Certificate in Education may open the way for Further Education lecturers to obtain further qualifications; details of these have been given where available.

Institution: Bolton Institute of Higher Education

Course: Certificate in Education (FE), PGCE (FE) 1 yr FT

Organisation and Content

Phase I (2 days)	Induction
Phase II (weeks 1-13)	Foundation Studies: classroom competences Special Curriculum Studies (student's own subject) Option Studies (introduction) Teaching experience block 1
Phase III (weeks 14-24)	Foundation Studies: curriculum analysis Special Curriculum Studies Option Studies Teaching experience block 2
Phase IV (weeks 25-36)	Foundation Studies: curriculum development Information technology Special Curriculum Studies Option Studies

Assessment

The course is assessed by means of coursework, including a synthesis of the student's Personal Log Book, and teaching practice. Assessment criteria are based upon the competences that the phases seek to develop, and the student's profile.

Course: Certificate in Education (FE) 2 yrs PT

Organisation

The course is apparently day-release. The first year of the course is available at Bolton IHE and at five other colleges which offer modified CGLI 7307 programmes. The second year is taken at Bolton IHE. Plans for a competence-based course incorporating National Standards are well advanced. Negotiation of course content, approaches and day-to-day arrangements is welcomed.

Content

Year 1 (Stage I and II):

Unit 1	Communication and presentation skills
Unit 2	Aims, objectives and competences
Unit 3	Assessment
Unit 4	Course Planning

Year 2 (Stage III):

Unit 5	Learner needs and characteristics
Unit 6	Learning resources
Unit 7	Teaching and learning styles and strategies
Unit 8	Curriculum control and development
Unit 9	Decision making in colleges
Unit 10	Evaluation

Assessment

The type of assessment appears to be similar to the full-time course.

Further opportunities

There are modular courses leading to an Advanced Diploma and a BA (Hons) in Further and Technical Education. Holders of the Cert. Ed. are granted 120 credit points towards the 360 needed for the BA. An MEd programme is offered jointly with the University of Manchester. Candidates need to hold a Cert. Ed. or degree.

Sources of information: Course documents, NATFHE handbook.

Institution: Polytechnic/University of Huddersfield

General information: An Academic Credit Scheme has been in operation since September 1991. This has led to increasing modularisation of courses.

Course: Certificate in Education (FE) 1yr FT

Organisation and content

Weeks	
1-6	Basic teaching studies
7-12	Practical teaching experience
13-14	Education studies, specialist teaching studies, supporting professional studies
	Christmas Vacation
15-20	Education studies, specialist teaching studies, supporting professional studies
21-26	Practical teaching experience
27-36	Education studies, specialist teaching studies, supporting professional studies

Assessment
Competence in all aspects of the course is assessed on a continuous assessment basis.

[A similar course leads to a PGCE for graduates]

Course: Certificate in Education (FE) 2-5 yrs PT

Organisation
Available modes of attendance are day release, block release or evenings & Saturdays. In the block release mode, attendance at college is for a block in September and the whole of the summer term. All modes of attendance have summer workshops. All parts of the course except the summer workshops are offered at five different centres in Yorkshire and Humberside. There are also associated centres in East Anglia, North-East England, Cumbria and the Isle of Man.

The course is divided into six units, organised around 12 major competences. Unit 1 must be taken first but the others may be taken in any order. There are opportunities for negotiation of individual and group programmes. The course lasts a minimum of 2 years and a maximum of 5. Holders of CGLI 7307 may apply for exemption from unit 1 and other exemptions are also possible.

Content

Unit 1	Basic curriculum studies
Unit 2	Curriculum design and practice
Unit 3	Specialist curriculum studies
Unit 4	Teaching experience (continues through the whole course)
Unit 5	People in organisations and systems
Unit 6	The individual and the group

Assessment

Assessment is continuous, unit by unit. For most units this means:

1. Effective group membership
2. Progress in the Professional Development Profile
3. Successful completion of the Unit project.

Further opportunities

The Diploma in Professional Studies in Education has a modular structure with 3 core units, 3 complementary units (chosen from a list of options) and a development study worth three units. Candidates will normally hold a teaching qualification and have a minimum of 3 years experience, but applications are considered from teachers who have extensive experience and relevant qualifications but no formal teacher training.

A part-time MEd in Change in Vocational and Further Education requires course members to investigate and report on issues and problems associated with change in their place of work. Entry requirements are flexible.

The BEd and BEd (Hons) for teachers and lecturers in Further Education and related fields normally requires applicants to hold a Certificate in Education, to have a minimum of 2 years full-time experience (or part-time equivalent) and to be employed in FE or a related area.

Sources of information: Prospectus on courses in education, NATFHE handbook.

Institution: Thames Polytechnic/University of Greenwich

General information: There is a Credit Accumulation and Transfer Scheme (CATS) in operation.

Course: Certificate in Education (FE) 1 yr FT

Organisation
The course is divided into 9 units plus Supervised Teaching Experience, the latter taking a third of the time spent on the course. An optional 10th unit leads to a PGCE for graduates, or 20 credit points towards a degree in education or other award for non-graduates.

Content

Units 1-3	concentrate on basic classroom skills and developing learning and teaching methods.
Units 4-9	give an awareness of the more theoretical aspects of education and offer practical teaching experience.
Unit 10	allows investigation of a particular topic arising from teaching experience.

Assessment
Units are individually assessed and the teaching experience is also assessed.

Course: Certificate in Education (FE), PGCE (FE) 2+yrs PT

Organisation
Available in day release or block release modes. Accreditation of prior experience is possible. The course is divided into 12 units (8 core units, 4 optional) each worth 10 credit points. An intermediate award, the Certificate of Teaching Competence, is awarded on completion of the first 6 units (60 credit points). The CNAA directory lists five other centres in South-East England where the course is available, but these are not mentioned in the prospectus.

Content
Level 1 units develop the practical skills required for effective classroom management while level 2 units provide the theoretical framework necessary for an understanding of the teacher's wider professional role.

Assessment
Assessment is continuous and based on coursework and teaching practice.

Further opportunities

There is a modular programme leading to a Diploma in Professional Studies in Education or a BEd (Hons), both in FE. For the diploma there is no limitation on the modules chosen, for the degree the student must follow core units and present a research project/dissertation. Accreditation of prior experience can be given for up to half of the required credit points. Entrance requirements are a Certificate in Education and 2 years of experience.

Sources of information: Prospectus for entry 1993-93 (all courses), Faculty of Education leaflet, CNAA directory 1991-92.

Institution: Polytechnic/University of Wolverhampton

Course: Certificate in Education (FE) 1 yr FT, 4 terms/2 yrs PT

Organisation

The course is arranged in 12 modules, 3 of which have options. Holders of CGLI 7307 may be accredited with units 1-4, subject to an assessment of their competences. Other exemption due to previous experience (up to the first 6 units) is also possible. There are three modes of attendance: full-time (1 yr), day release (2 yrs) or block release (4 terms). The latter commences at the start of the summer term and requires full-time attendance for terms 1 and 4. The day release course is available at three other centres. In certain circumstances it may be possible to move between modes.

Content

Phase 1:

Module 1	Planning and implementing learning events: An over view
Module 2	Learners and learning
Module 3	Methods of learning and teaching
Module 4	Learning media development and use
Module 5	The assessment of learning
Module 6	Evaluating learning events and programmes

Phase 2:

Module 7	Advanced learning resource development and use
Module 8	Developments and trends in curriculum specialisms
Module 9	Curriculum design and implementation
Module 10	Professional development and educational enquiry
Module 11	Students in Further and Higher Education (FAHE)
Module 12	Current developments in FAHE.

Assessment

Assessment is by a process of competence accreditation, plus four assignments. Fifty elements of competence are grouped into 8 units of competence. There is ongoing assessment of competences and the student decides when each one should be assessed.

Further opportunities

No information has been obtained.

Sources of information: Introductory guide to the Further, Adult and Higher Education Programme (produced by the Faculty of Education), NATFHE handbook, CNAA directory 1991-92.

Institution: Crewe and Alsager College of Higher Education

Course: Proposed Certificate in Education (FE) 2 yrs PT

General information: Proposed by Crewe and Alsager College with the Cheshire Colleges of Further Education, Autumn 1991. Included in CNAA directory for 1991-92.

Organisation

The learning programme will span 2 years, with the exact length of time depending on the amount of accreditation of prior experience. Parts of terms 1, 3 and 6 will be spent at Crewe and Alsager College and much of the course will be delivered at 6 other centres in Cheshire. The programme is built upon Units of Competence.

Content

Phase 1 (Core units of competence):

Unit 1	Analysing needs
Unit 2	A focus on learning
Unit 3	Programme design
Unit 4	Implementation
Unit 5	Assessment and accreditation
Unit 6	Resources
Unit 7	Professional issues
Unit 8	Review and evaluation of provision for learners
Unit 9	Review and evaluation of professional experience.

Phase 2 (Additional units of competence):
Six additional units are chosen. These are more theoretical, more general and broad-based in focus, and more demanding of critical insight and facility.

Assessment

Assessment is competence-based. Each unit is made up of several elements of competence with associated performance criteria. There are three assessment components, a Learning Record, an Assessment Portfolio (a record of negotiated assessment tasks) and a Record of Achievement for Professional Development (elements of competence achieved, with the evidence gathered to demonstrate them).

Further opportunities

FE staff who successfully complete the Certificate in Education course will have access to a range of degree programmes, modular courses and professional qualifications up to post-graduate level.

Sources of information: Definitive course document (Autumn 1991), CNAA directory 1991-92.

Institution: Croydon College

Course: Certificate in Education (FE) 2yrs PT

Organisation

The course is run on a day release basis and consists of 4 stages: Stage 1, Stage 2, Bridging Stage and Stage 3. Processes for the accreditation of prior experience are being developed.

Content

Stage 1 is introductory, providing classroom skills. It is divided into five units of competence.

Stage 2 looks in more depth at classroom activities and provides a broader understanding through a variety of educational themes.

Bridging Stage involves the consolidation of previous experiences and preparation for Stage 3. Course members negotiate learning contracts.

Stage 3 provides the opportunity to enlarge, update and evaluate experience and practice with the support of the investigation of theoretical considerations in depth.

Assessment

Stage 1 is competence-based as required by the NCVQ. Each unit of competence is broken down into elements of competence, with attached performance criteria. Records of Achievement are completed as competences are demonstrated.

No information has been obtained on the assessment of the other stages.

Further opportunities

No information has been obtained.

Source of information: Last, John *Developing a competency-based course for teacher-training*. NASD journal Vol 23 (June 1990) pp 30-37.

Centres providing part-time Certificate in Education (FE) courses validated by the CNAA

Cheltenham and Gloucester College of Higher Education

Crewe and Alsager College of Higher Education (details attached)
with Cheshire Colleges of Education

Croydon College (details attached)

Derbyshire College of Higher Education*

Leicester Polytechnic

Luton College of Higher Education
with Hatfield Polytechnic

Middlesex Polytechnic

New College Durham

Nottingham Polytechnic
with North Lincolnshire College

Oxford Polytechnic

Polytechnic South West
with colleges in Cornwall and Somerset

Sheffield City Polytechnic

Sunderland Polytechnic

* Certificate in Education (Further and Higher Education)

City and Guilds Further and Adult Education Teacher's Certificate (CGLI 7307)

Organisation

Centres offering the course are required to plan their own scheme of study, including an assessment specification, subject to certain conditions (evidence of suitable personnel, resources, admission provision and programme). The course consists of two stages, Stage I with a minimum of 40 hours of study and practice and Stage II with a minimum of 130 hours. Overall, the minimum hours of teaching practice are 30, of which at least 12 must be supervised.

Content

Stage I is an introductory stage while stage II involves development and extension. The content is dependent upon the schemes of study planned by individual centres. Specific attention is directed to:

a) principles of learning and teaching
b) methods and organisations of teaching
c) organisation of learning and curriculum development.

The express purposes of the course should include assisting teachers :

a) to improve their teaching performance
b) to improve their ability to design and carry through effective teaching programmes
c) to improve their ability to understand and respond to the needs of their students
d) to enlarge their awareness of the variety of roles of a teacher.

Assessment

There are two elements to the assessment of this course. The core element takes the form of a comprehensive teaching study, which should include:

a) a folder containing the products on the required written tasks
b) a file or folder of associated illustrative, diagrammatic and/or supplementary material
c) a record of tutorial assessment including assessment of teaching practice.

The second element is the local centre element, where emphasis is given to the particular needs of the group of students attending each centre.

Training in Scotland: Scottish School of Further Education

Course: Certificate in Education (FE) 2 yr PT

Organisation
The course runs for five consecutive terms on a block release basis. Blocks in college are: 4 weeks in the first and fourth terms (summer), 1 week in the second and fifth terms (December). Between these blocks the course runs by distance learning supported by tutorial visits and telephone contact, with support from mentors.

Content
There are three major components. These are:

1. Teaching methods, which is concerned with the development of professional competencies associated with classroom performance and includes supervised teaching practice.

2. Theories of the instructional process, which is concerned with the theory underpinning learning and teaching within further education colleges.

3. Education studies, which is concerned mainly with wider issues affecting Further Education curricula and systems.

Study of these three components continues throughout the course.

Assessment
Students are expected to keep a Professional Practice Record during teaching practice. They are assessed on teaching practice and by means of 6 assignments including a lesson plan, 4 reports or essays of 1,500-2,000 words, and one report of 5,000-10,000 words.

Further opportunities
For holders of the Certificate in Education, there are post-initial courses with a modular structure leading to three different awards. There are more than 30 modules to choose from and they can be taken in any order. Four module credits lead to a certificate in Post-School Studies, 12 to a Diploma in Post-School Studies and 16 to a BEd (Post-School Education).

Sources of information: Student Guide to the Certificate in Education (FE) course (April 1990) and other informational material from the Scottish School of Further Education.

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